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comprehensive undertaking on the part of the Union, as is shown in the introduction:

This account of the provisions for old-age support made by Massachusetts school teachers, and of their conditions of living during the period of retirement from active services, is a preliminary report of a co-operative investigation in which it is hoped to enlist groups of students, teachers, and college graduates in many parts of the country [p. 3].

The first two chapters deal respectively with the personal characteristics and length of service of the women teachers of Massachusetts and the economic status of these teachers while in active service. The third and fourth chapters deal with the resources of the women teachers of Massachusetts at the time of retirement and the old-age living conditions of retired Boston teachers. Accurate bodies of facts are presented, and certain conclusions are set forth in the light of the concrete data presented. A free use has been made of tables and simple graphs which enable one to get at the important facts readily. Chapter v presents a number of questions for further discussion by co-operating investigators. For example, such questions as the following are proposed:

What forms of old-age insurance are best adapted to the needs of self-supporting women? When should teachers begin setting aside savings for old-age? What forms of investment are best suited to the needs of teachers? [Pp. 92, 94, 96].

The appendix gives a brief account of the care of older women employees by Boston retail stores. It also gives a number of statistical tables which are referred to throughout the chapter discussions.

The book will be very valuable to all persons who are interested in the securing of practical legislation for pensioning superannuated teachers. It furnishes a basis for considering intelligently the vital issues involved in the problem and makes possible the critical evaluation of three possibilities, namely, pensions proper, old-age insurance, and independent incomes from personal investments which have been made possible through adequate remuneration during the period of active service. It opens up a series of stimulating questions and lays the basis for a comprehensive co-operative contribution to this field of educational administration.

H. W. NUTT

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*New methods in geography.*—Modern geography is not concerned with land forms, climate, and other elements of physical environment *as such*. Instead, it is concerned primarily with the influences of physical environment on human activities. The problem method, if rightly employed, is one means of focusing the attention of students of the subject upon these influences rather than upon unrelated studies of area, surface, size, drainage, and the like. To spread an understanding of the differences between the old geography and the new and to show some of the contributions which geography organized

about problems can make toward effective training for citizenship, E. E. Smith has prepared a book<sup>1</sup> dealing with the use of the problem method in geographic instruction.

The practical, concrete nature of his work is evidenced by the fact that more than a third of the book is devoted to illustrative problems dealing with various sections of the United States, the United States as a whole, other North American countries, Europe as a whole, European countries, Asia, Africa, Australia, and South America. Many reference lists of supplementary material to be used in connection with these problems are included. A special section contains summaries of important facts about some of the new countries of Europe, together with problems suggested by these facts. In the theoretical part of his discussion, Mr. Smith summarizes the practices at present employed in teaching elementary geography, sketches some characteristics of the new geography and of the problem type of presentation, and outlines definitely a procedure that may be followed in finding problems and projects, evaluating them, and organizing material about them. The thirty-five pages of appendix contain additional illustrative material and a list of sources from which other helpful geographic material can be secured.

The book is by no means an exhaustive treatment of the problem method as applied to geography. It does not discuss certain refinements of the problem method, such as the definite means by which children may be led to set as their own problems the very problems the teacher wishes to have set. It does not make apparent a scheme for grading the difficulty of problems suitable for children of different grades and ages. It does not mention the dangers of the problem method and make its case the stronger by showing how to avoid them. Finally, it deals very little with means of testing the results accomplished by the use of problems. However, it does give the most fundamental assistance to the cause of geography in that it helps to establish a right point of view regarding it and to give definite suggestions for procedure in accordance with this view. With this accepted, refinements of method are bound to follow. Certainly the book should do much to arouse or strengthen in its readers a consciousness of the value of the type of geography it advocates and a potent desire to improve the quality of elementary geography teaching.

EDITH PARKER

UNIVERSITY OF CHICAGO

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*Teachers' manual for geography.*—Although a teacher finds in a textbook certain suggestions that he thinks are good, he may hesitate to follow them if he is not sure of the definite ends the author wants him to attain by so doing. To obviate the difficulty of such uncertainty in using the Frye-Atwood geogra-

<sup>1</sup> E. EHRLICH SMITH, *Teaching Geography by Problems*. Garden City, New York: Doubleday, Page & Co., 1921. Pp. xix+306.